DOCUMENT RESUME

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IDENTIFIERS	Project MOVE

ABSTRACT

Intended for a group of twelve to fifteen people with one facilitator (chairperson), this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs. Eight group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented. (Their recommendations include required home economics and industrial arts courses and providing vocational courses or occupational programs for non-college bound students.) The roles include a male business and industry representative, female PTA president, president of teachers' union, district director of counseling, district curriculum director, female high school senior, district chairperson of Unified Practical Arts-Home Economics and Industrial Arts, and BOCES (Board of Cooperative Educational Services) Occupational Education director. Other group members are observers. The game simulation proceeds from committee member position statements and discussion to observer responses, general discussion, and brainstorming. Role descriptions and directions for observers are provided. (YLB)

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ED183736

the MOVERS Game

MAXIMUM SUPPORT FOR VOCATIONAL ENROLLMENT BY REMOVING STEREOTYPES

PROJECT MOVE

CJF 79

General Directions For

The MOVERS Game

Maximizing Opportunities for Vocational Enrollment by Removing Stereotypes

Each facilitator (appointed chairperson) will work with one group of 12-15 people. Go over the directions carefully before hand.

You are provided with the following set of materials:

This complete set of written directions and materials, including roles, for your use

One set of the eight roles, on separate colored sheets

Color coded name cards for the eight role players and for you (appointed chairperson)

Seven "Directions for Observers" forms

Newsprint and Felt Markers

If possible, have each group arrange their chairs in a tight circle so their discussion will not interfere with the discussion of other groups.

Important: Though the simulation can take over an hour to play, approximately one hour will be available for the NYSOEA program. Therefore, it is very important to keep within the time limits that are given. Don't hesitate calling time for any individual or any part of the game. Towards the end of the simulation you will announce that the purpose of the simulation is not to have the group reach an agreement on the proposed recommendations of the consulting firm. Do not announce this until its indicated in the sequence of activities.

Summary of Game Plan

Approx. Am't of Time	Step	Purpose
1 min.	1	Explain purpose, broad objectives of game
1 min.	2	Give overview of situation for game
5 min.	3-6	Select and provide instructions to role players and observers
5 min.	7	Read background information of situation for role playing
10 min.	8	Role players state positions
10-15 min.	9	Discussion between role players
10-15 min.	10	Observers report on their observations
If time	11	Discussion between observers and role players
10-15 min.	12	Brainstorming on "What we can do"

Approximately 15 minutes before session ends, each small group will be asked to report to the total group some of their ideas from step 12.

The MOVERS Game

Directions for Group Facilitator (Group Chairperson)

Go through each step of the directions, reading information to the group where indicated and carrying out the activities as indicated.

Read 1. Purpose: The MOVERS Game is a simulation game for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs.

The broad objectives of the game are to identify:

1) How stereotypes of vocational/occupational education may be limiting enrollment in vocational/occupational programs,

2) How sex stereotyping can limit the possibilities of both males and females enrolling in vocational/occupational programs,

3) Some actions and strategies that could be used to overcome these stereotypes and increase enrollment.

Read 2. The Situation: People representing various segments of the community and public school system have been asked to serve on a special blue ribbon committee. The committee is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented.

Read 3. Instructions for Playing: Eight people will be needed for reading and expanding upon eight roles. The remaining people in the group are to serve as observers during the role playing. I will serve as the Chairperson.

Implement 4. Ask for eight people for the following roles. Males or females can play the roles of Pat Status, Terry Strong, Lee Core, Dr. Waver, and B.J. Wright.

1) Mr. Johnston, Business & Industry Representative
2) Mrs. Irma Noawl, PTA president
3) Terry Strong, President of Teachers' Union
4) Pat Status, Dristict Director of Counseling
5) Dr. Waver, District Curriculum Director
6) Sue Freed, high school senior
7) Lee Core, District Chairperson for Unified Practical Arts-Home Economics & Industrial Arts
8) B.J. Wright, BOCES Occupational Education Director

Give each their role description and name card and ask that each study his/her role and plan how to convince others that his/her point of view is an important one that should be given priority in the recommendation that is sent to the administration and school board. Explain that each will have up to one and one-half minutes for stating (reading if they wish) their position and then there will be some time for expanding their arguments and rebuttal of positions that differ from their own. Remind them they are to stay within the role they are given.

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5. While the eight role players are studying their roles, pass out the "Directions for Observers" to the remaining people in the group. They should study their directions, and might wish to meet quickly as a group to divide up the questions.

   Allow up to three minutes for the people to study their roles.

6. Request that the role players have their name cards in view.

Read (with inflection)

7. We are now opening the meeting of this special committee with the members appointed by the various organizations as requested by the administration and school board. Our charge is to consider the proposal for major curriculum changes and graduation requirements made by the consulting firm, Less and More. The firm was hired to do an extensive study of our curriculum and graduates and to use it as a basis for developing a plan by which we could better serve the present and future needs of our students and community.

   No doubt your aware of the reason for having this special committee deal with the consulting firm's proposal. Their recommendations for curriculum changes and graduation requirements have created a great deal of interest and controversy as demonstrated by the number of people attending their presentations and school board meetings, the amount of mail and phone calls received by the administration and school board, and the numerous letters to the editor in the local papers.

   Let me briefly review some of their findings and give their recommendations based upon the findings. Their extensive follow-up of our high school graduates included not only surveying them by mail, but interviewing a 20% random sample of them and their employers or faculty if they were attending a college, university, trade school, or some other type of continuing education.

   The study resulted in the following conclusions:

   Our graduates who were in the college preparatory curriculum and went on to college are generally very well prepared for further education. They constitute 40 percent of our graduates.

   A very large majority of those who don't go on for higher education have difficulty obtaining employment other than that which is unskilled and which pays minimum wages. The unemployment level of our students for at least the first year after they leave us is much higher than the national average for this age group. Ninety two percent of the females were either in the labor force, looking for work and/or going on for more education.

   The major reasons given by students as to why they were continuing their education is to obtain salable skills, be able to obtain better paying jobs and to prepare themselves for an occupation or career.

   The major criticisms graduates made of the education they obtained in our district were:

   -unprepared for earning a living and/or obtaining a well paying job.

   -unaware of the kinds of jobs that are available and the preparation necessary for obtaining these jobs.

continue to read

-lack of career direction.

-unprepared for making major consumer decisions, managing their resources, living on their own, establishing and maintaining a household, marriage, and parenting.

-lack of knowledge about their role in and understanding of a highly industrialized and technological society.

-lack of constructive hobbies and activities other than sports, music, and social activities such as dancing.

On the basis of these and other findings the consulting firm has made the following recommendations for curriculum changes and graduation requirements.

1) All students, male and female, should have a minimum of one year of home economics and one year of industrial arts in junior high school. As well as providing the ground work for developing basic skills necessary for assuming adult responsibilities and roles, these courses should include a substantial amount of career exploration. The development and reinforcement of the basic skills of arithmetic, reading, and writing should also be integrated into these courses. It is felt that teaching these skills in conjunction with real life and hands on situations will be as, if not more productive, then when only carried out in separate remedial programs.

2) All high school students should have a minimum of one semester each of home economics and industrial arts for development of adult functional competencies, for further career and occupational exploration, information and direction and for improving basic math, reading, and writing skills in relation to assuming adult roles and responsibilities.

3) All students should have a salable skill upon graduation. This could be provided through a series of vocational courses, a semester or full year of an occupational program or two years of an occupational program. Examination of the schedules of previous graduates demonstrates that the students could, with guidance, meet this requirement. Even students in the academic college bound curriculum have numerous electives and study halls that, with careful planning and more flexible scheduling of BOCES and other courses can result in their completing a minimum of one year of an occupational program. Most of the graduates attending higher education indicated that this type of requirement, especially if it was within the same career area they are pursuing, would help them in their college courses as well as providing them a means of earning more of their college costs. For students lacking in the basic skills of math, reading, and writing, remedial work should be an integral part of their occupational preparation.

I have offered to chair the committee meeting, agreeing not to present any personal viewpoints. My role is to implement and facilitate the previously agreed upon procedures for this meeting.

Read

8. To begin, each of the committee members will have approximately one and one-half minutes to state his or her position concerning the consulting group's proposal. I will call time on anyone who goes over one and one-half minutes. Who would like to begin?

(Don't allow any one person to go over the one and one-half minute limit and don't open up discussion until each role player has stated their position).

Implement 9. After each of the eight people have stated their position, explain that the floor is open for questions, further discussion, expansion of positions, and rebuttal to statements made by other role players. (You may want to call on each person in the same order that they first spoke). If necessary, remind them they are to continue with the position as described by their role.

Allow 10-15 minutes for this discussion, then announce that the simulation does not call for the group to come to an agreement on a recommendation, and it is time to go on to the next step.

Implement 10. Ask the observers to discuss their perceptions and responses to the questions they had. Be sure to read each question a loud for the total group. (10-15 min.)

" 11. If time allows, open the discussion to the entire group, allowing the people who played roles to respond to the comments of the observers.

" 12. Allow 10-15 minutes for this step. This is the most important step because it is the constructive "what can we do" part of the activity. Explain that, as a group, they are to brainstorm a list of activities, strategies and actions that could be implemented to help eliminate the stereotypes of vocational/occupational programs. The activities could be ones that they as individuals or that educational organizations (as faculty, administration, school board, advisory council, youth group, NYSOEA, etc.) could implement.

Review the ground rules for brainstorming:

-The purpose is to generate as many ideas as possible. Quantity not quality is the desired outcome at this time.

-No one's idea is to be evaluated, judged, or "put-down." Every possible idea, no matter how "far out" it might seem should be given.

-Details or logistics on how to implement the ideas are not that important at this time and should not be dwelled upon.

If possible, record the ideas generated by the group on newsprint in such a way that all of them can see the list (seeing the various ideas can help generate more ideas).

Following are a few ideas you might use to help them get started or when they seem to be at a loss for ideas.

-Having a public relations campaign. Using the BOCES Center and other vocational programs for career days.

-Having displays and demonstrations by occupational students at shopping malls.

-Teaching parts of the occupational courses directly at the feeder schools.

-Providing "catch-up" programs for non-traditional students.

-Providing mini-courses at feeder schools during study halls to introduce students to occupational programs.

-Identify adults who are in non-traditional occupations who will serve as role models for students, as speakers, etc.

-Contacting parents of potential students about whether or not their children will be prepared to obtain a job and informing them of available opportunities during the high shool years.

Developed by C.J. Farris, based upon DACHE by C.J. Farris, "The Game of Fixit," Games for Growth, by A.K. Gordon, and "Negotiations" by Kanawha Valley MITEC, Charleston, W. Virginia.

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OBSERVER

Directions for Observers: Use the following questions for observing the role playing. All observers can consider all four questions or you might take individual responsibility for certain questions. You will be asked to share your responses to the questions with the entire group after the role playing is completed. Do take notes.

1. What were the stereotypes about vocational/occupational education that could deter and minimize enrollment in vocational courses and occupational programs?

2. What were the sex stereotyped ideas and beliefs that could deter and minimize enrollment of non-traditional students in vocational courses and occupational programs?

3. What factors, other than stereotypes about vocational/occupational education and sex stereotyped beliefs, were identified which could be minimizing enrollment in vocational/occupational education?

4. What conflicts of values and beliefs about the purpose of education became apparent?

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LEE CORE

Chairperson for Unified Practical Arts for District
(Unified Practical Arts consists of home economics & industrial arts)

Directions: You may read the role as stated or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You are a tenured teacher and chairperson for the Unified Practical Arts Teachers in the school district. The proposal to require all students to take home economics and industrial arts is reinforced by the results of a needs analysis your deparment conducted that included students, parents, the community and societal changes. You have had to work extensively with some of your teachers to increase their willingness to teach coed classes, and to integrate career education into the curriculum and to see the possibilities of teaching for and reinforcing basic skills of math, reading, and writing. (One of the factors that has helped motivate them is the declining enrollment in home economics and industrial arts courses). Since they have been discussing the possibilities of revising curriculum to better prepare youth for functional adult roles and incorporating the basic skills and career exploration in their curriculum, they have become very excited about the possibilities and are committed to major curriculum changes.

Role of Lee Core

The traditional role expectations of the male being the bread-winner and the female being the homemaker are not realistic for our changing society. Both males and females need to be prepared to assume work and homemaking roles. Industrial arts can expose both females and males to a wide range of possible occupations and provide them with skills and knowledge that can result in their lives being much more fulfilling. In today's society everyone needs to have a functional literacy in terms of technology and tools.

Both males and females need to have knowledge and skills for being consumers, managing resources and making decisions about their home, preparing and eating nutritious food, selecting and caring for their clothing, parenting and family relations. Home economics and industrial arts can help our students develop a sense of agency, a feeling of self control of their lives. The unified practical arts courses can help them have pride in their work and confidence as individuals in understanding and having control over their environment. My teachers are quite excited about and committed to undertaking major curriculum changes and participating in in-service programs so they can incorporate the goals of career exploration and teaching for basic skills of math, reading, and writing.

I will be more than pleased to answer questions about our committment to this curriculum and why we support the proposed recommendations.

PAT STATUS

School District Guidance and Career Counseling Director

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You basically believe that college preparatory students don't need salable skills, boys don't need home economics and girls don't need industrial arts. You feel that there isn't very much substance to vocational and occupational courses and learning to work with your hands rather than your mind is suitable curriculum for the less capable students but not the above average ones.

Role of Pat Status

You may not be aware of the new program the guidance and career counselors are undertaking. We are setting up an extensive program to provide career education, exploration, and counseling for students. We're proposing that during eighth through tenth grade, all students meet for a weekly career exploration session. This program is planned to eliminate the lack of career direction our graduates reported. This will provide a much more efficient and broader approach then attempting to integrate career education in home economics, industrial arts and other vocational courses such as business, health occupations, trade and industrial courses, etc. These teachers are not prepared to teach career education and I'm afraid that if they did include it, they would provide too narrow a focus.

The possibility of sending an increased number of students to BOCES programs is not practical. They will only accept a certain number of students. The scheduling would be impossible and the time used for traveling can be detrimental to students schooling.

As to providing remedial work for basic math, reading and writing skills, we now have a tutorial system that provides one-to-one assistance for students. Certainly, if these teachers want to also deal with this, I commend them. I do fear that a few of them may be in need of strenghtening their own skills in these areas prior to their trying to teach the basic skills.

We have to take care not to channel our students into vocations and occupations at too early an age. Implementing these recommendations, especially the one that every student have a salable skill, could result in a lot of our graduates ending up in dead end jobs and not considering the need for higher education. People, we need to focus on the development of the minds of our students, not their hands.

DR. K. WAVER

School District Curriculum Director

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You are supportive of the need for change but really feel that home economics and industrial arts content and career exploration could be covered just as effectively in existing courses as health, social studies, and science. Because of your administrative role, you want to find out what others think before making too strong statement against the recommendations or coming out in support of them.

Role of Dr. K. Waver

As a member of the administration, responsible to the school board, citizens, and faculty, I want to be sure that whatever we decide, it's in the best interests of all and especially the students. I am quite familiar with the proposal, having reviewed the consulting firms report and having participated in the school board and other discussions about it. I have no real reservations about the need for most of the recommendations. They would provide the opportunity for our students to obtain very necessary competencies needed for adult living. I do have some reservations about their being required of all of our students. In part, my reservations have to do with the many demands being made upon the educational system as to what we should be teaching. Also, there is the real possibility that most of the content could be taught as part of existing courses that are required for graduation. Including the content in health, science and social studies courses would be a much less expensive way of providing most of the content. Home economics, industrial arts and occupational courses are much more expensive to operate and more difficult to schedule then courses as health, science, and social studies. Though there should be a basic curriculum for all students, we still need to allow them to have choices to explore and pursue various areas of interest. Just as the administration tends to resent state and federal mandates for education, parents and students may also resent such mandates. I am very interested in what this committee has to say about the recommendations.

B.J. Wright
BOCES Director of Occupational Education

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You basically believe that this feeder school district has overemphasized academics and preparing young people for going on to college. The large number of their drop outs and graduates who enter your adult occupational education courses support the consulting firm's findings and recommendations. In relation to the number of secondary students in their district, they have been sending the fewest number to BOCES. You are of the opinion they view the BOCES programs as a dumping place for their discipline problems. You are very pleased with the findings and recommendations of the consulting firm and see it providing major support for the concept of vocational education. You intend to do everything possible to promote the acceptance of the recommendations.

Role of B.J. Wright

There are various factors about our programs at BOCES that support implementing the recommendations of the consulting firm. We have undertaken a variety of projects and activities to encourage both males and females to consider non-traditional occupations. Though we are attempting to eliminate the barriers that deter male and female students from training for and obtaining jobs in non-traditional areas, young people need to be exposed to these ideas at a much earlier age. We have young women demonstrating they can be very competent welders, electricians, carpenters and auto mechanics. Young men who have been in our cosmetology, health occupation and child care programs report a great deal of satisfaction with these choices. We have found that there are actually fewer discipline problems when the classes are made up of both males and females.

We can accept quite a few more students in almost all the programs without having oversized classes or increasing costs. We already have a variety of support services for improving basic skills of writing, reading, and math and we are willing to make a commitment to provide all of our occupational teachers with in-service for teaching and reinforcing these basic skills. Time and time again it has been demonstrated that teaching these skills in conjunction with learning occupational skills increases the students motivation to improve their reading and math.

I would like to point out that we have begun working closely with the various community colleges and other higher education institutions to be sure that our courses are accepted by them. We have had students go on for college degrees in various areas including medicine, nursing, engineering, hotel and restaurant management, forestry, design --to name but a few. More then ever young people need a sense of direction, a sense of worth, and respect for the people who provide the multitude of services and skills that enable us to maintain our standard of living and an understanding of our technological society.

TERRY STRONG

President of the Teachers' Union

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You strongly believe in the value of vocational and occupational education but forsee major concerns and objections arising from teachers other than the vocational and occupational ones. The union has strongly supported the elimination of sex discrimination and stereotyping and backed the idea of females being encouraged to enroll in non-traditional occupational programs. As the union spokesperson, you generally feel the consulting firms recommendations go too far, especially considering the fact that the teachers have had very little input.

Role of Terry Strong

As the representative of the teachers' union, I must draw your attention to some serious problems that would be created by this proposal. If it was implemented in full, many teachers other than the vocational and occupational ones could loose their jobs. The recommendations would result in numerous electives not being offered or not having enough enrollment to be continued. We must also keep in mind that this proposal could be very costly.

Vocational and occupational teachers do not want or can not handle classes of the size of other subject matter areas. We would be proliferating numerous small classes which would result in a lower student-teacher ratio and higher cost per student. The union feels that a more modest and less restrictive approach would better serve our students and educational system at this time of financial restraints. Perhaps we can take an exploratory approach, implementing the first step to a lesser degree than recommended and evaluating the feasibility and results of it before pushing ahead.

Mr. Johnston

Industrialist and Businessman

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You are very supportive of occupational education but basically believe in maintaining traditional roles. Your own life style represents such. You feel it's important that young women be prepared for their homemaking roles and possibly have some skills to be able to earn some money until they marry.

Role of Mr. Johnston

I am the representative for both the Industrial Executive Board and the BOCES Advisory Council for this meeting. As the owner of the company that employs the largest number of people in this community and surrounding area, I have a fairly good grasp of the job market situation. Our expectations for future growth and predictions of employment needs give strong support to having more students develop certain occupational skills. We know we are going to need many more secretaries and other kinds of office help. I think more girls should be encouraged to obtain these skills. I also understand that there are an increasing number of jobs for girls who have training in health related areas as nursing and dental assistants. And because we have a major distributor of fresh flowers, girls completing the horticulture program have no problem getting jobs. In many of the companies we are going to need more welders, machinists, and men for small and large engine repair and for operating large equipment as tractors. Young men who having training in these areas are all but assured of a well paying job. I do have some real reservations about only one year of training. They really need two years. Oh yes, there will be an increasing number of jobs in graphics and printing. It is important that all the programs train the youngsters with the most up-to-date equipment.

As to the other recommendations for boys and girls to take both home economics and industrial arts that could be a very expensive educational frill. I don't think boys would want to learn how to sew anymore then the girls would want to do woodworking.

MRS. IRMA NOAWL

PTA president, single parent

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. As a displaced homemaker you feel it is very important that all female students be encouraged to obtain a salable skill and/or pursue a career. You feel that having students take industrial arts and home economics could help them overcome some of the stereotyped ideas they have about what males and females can and can't do. You also feel they will make better marriage partners. Though some factions of the PTA only want their children to prepare for higher education, there is a substantial number of parents who are very supportive of the consulting firm's recommendations and feel the academic aspect of the high school curriculum has been overemphasized at the expense of many students.

Role of Mrs. Irma Noawl

As president of the school district PTA organization, I'm pleased to represent the many parents who demonstrate their interest in and support of our educational system by belonging to our PTA. We've had a special committee within our organization to discuss the issues raised by the consulting firm's study and recommendations. Many of the PTA members have expressed dissatisfaction with the emphases of the junior and senior high curriculums. There has been a general feeling that our youngsters are not being realistically prepared for the world of work and home life. The PTA committee supports the need for both males and females to obtain basic skills and knowledge that can be taught in home economics and industrial arts. I purposefully stated the "basic skills and knowledge that can be taught." We don't want to see our children spend hours, weeks even months in some woodworking or sewing project and have them come to believe every home should have a singer sewing machine and woodworking shop. We do want them to learn some basics in using tools and equipment. More important, we want them to explore possible interests and activities, to obtain skills needed for everyday living, and to be able to more easily assume the responsibilities necessary for indpendent and inter-dependent living.

We have been channeling young people into sex stereotyped activities and interests too long. There needs to be exposure to and reinforcement of expanded expectations. We support providing more attention to career education and basic skills of writing, reading, and math. Our hesitancy to completely endorse the consulting firm's recommendations has to do with our concerns about what will actually be taught and how it will be taught in the home economics and industrial arts courses and how the teachers will become knowledgeable enough about career education and basic skills so as they can integrate these areas into their subject matter.

SUE FREED

Senior honor student planning to become a medical doctor

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You don't feel vocational-occupational courses consists of much more than busy work and see them as having no value for female students who plan to go to college and have a career. In that you're a senior student, you certainly wouldn't want to have to take these courses. The last thing you want to do is to work with a lot of tools, sew and cook, and be in classes with the dumbies.

Role of Sue Freed

I'm pleased to represent the students on this committee. It was a pleasant surprise to find out that they wanted to have student input. Frequently the students feel they are the last ones to even know of possible decisions as this one which affect them more than anyone else.

As a college-bound student who plans to become a medical doctor, an area typically not entered by women, I don't really see a great deal of value in the recommendations. Most of what would be taught, bright students can learn on their own or in their homes. Maybe students who are not going on to college and want to get married and have a family right away should take such courses. Personally, as a professional I expect that I'll be making a good enough salary to be able to hire someone to do the housework and home repairs. If I should marry and have children, I'd continue to work and would have help. If I had had to take such requirements, I might not be able to graduate one semester sooner. What I've found out about these courses indicates that they aren't challenging or very difficult. I don't think such courses would even count or be accepted in applying to most professional programs at colleges and universities.

In talking to other students, it seems that the college bound ones don't believe it should be a requirement for them but perhaps it should be required or highly recommended for students not capable of and not planning to go to college.